

Modern Language Bulletin

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WORDS COGNATE TO ENGLISH IN ELEMENTARY FOREIGN LANGUAGE TEXTS

Writers of elementary modern language textbooks, in order to avoid translation, have used words so nearly like their corresponding English equivalents that the meaning is unmistakable. At first sight it might seem as though such words are the very ones to select for a beginners' text because of their obvious connection with English words. Difficulties are fewer in number, since drill in the use of the foreign words is now the only problem to be stressed.

That such words are the most effective seems not to have been questioned, being used to the greatest extent by those who are opposed to translation in any form. Sentences are constructed wholly of words whose appearance or sound, or both, are so English that the meaning of the sentence can be understood by a student who has never studied the language in question at all.

If we look into the matter, serious difficulties and obstacles to the realization of ultimate ends are readily seen. We desire that our students shall ultimately use the foreign words as thought carriers, which may replace customary English words in thought transmission. To do this the foreign words must eventually become entirely independent of their English equivalents. The question raised here is: Are such cognate words effective in the attainment of this end? Will they ever become disentangled from the corresponding English words whose unmistakable stamp they bear?

All of us have built up concepts of meaning around objects of nature, ideas of actions, qualities, and abstractions. We learned early in life to label these concepts with the English words that stood for the ideas represented by these concepts, and we learned the word at the same time we learned the qualities for which it stood. If we heard a word before we knew the qualities for which it stood, it meant nothing to us for it could convey no meaning. Two elements are necessary to every idea—the image and its meaning. Conversely, we had no definite ideas until we learned the names for them. For example, the thing we call *animal* meant a living being endowed with sensation and movement (thought by us then in a less scientific manner, but meaning just about the same thing). Once this concept was fully grasped its symbol was ever afterwards the English word *animal*, which was a sort of label that stood for all these qualities. It was economical to have a tag for so many qualities, and mental effort is always short-circuited and abbreviated. There came a time when this English word was accepted by consciousness as possessing the various values of the real concept, just as we accept paper money for the gold for which it stands. When this stage was reached, thought could be manipulated solely by means of these images with never a full realization of the various qualities of the concept itself. It would not be profitable to call up every quality represented by the word every time we had occasion to use it, any more than it would be profitable to recall the spelling of every word we used.

The concept *animal* was always called up by the auditory image until we learned to read. We then made a new connection between the oral image and the visual image. We did not need to go over the whole field

again and make a direct connection between concept *animal* and visual image *animal*. It took a great deal of practice to do this for the written word first had to be uttered to connect it with the oral word. Soon the written symbol *animal* too stood for the same ideas that had heretofore centered around the oral word *animal*. The laws of mental economy have never been fully determined, but consciousness is very economical and always shortens paths whenever possible. In the previous case the auditory image was soon discarded as useless and meaning soon traveled directly to and from the visual image. A child simply has to read aloud for awhile if he gets any meaning out of what he is reading, but he soon learns to dispense with it of his own accord. In fact most of us become almost wholly visual minded on account of using the written symbol practically exclusively in acquiring and manipulating thought.

If the English word *animal* habitually calls up the concept *animal*, with all its qualities thereunto appertaining, either clearly or sufficiently to permit of its manipulation as a thought-counter, or if the concept is materialized into consciousness through the focus-point of this English word, what will happen when we attempt to substitute the German equivalent *Tier* for this concept? To get the meaning of *Tier* it is necessary to apprehend it by its usual counterpart which has always been the English word *animal*. Once the meaning is grasped by its handle, we must make an effort to re-tag it. The only way to do this is to associate it so repeatedly and in such a variety of ways directly with the new tag that the old tag, or the English word, ceases to intervene. It is the same process observed when we learn to read our mother tongue,—the oral image had to be the temporary bridge over which we travelled. We soon discarded that round-about pathway, and we can use more artificial means here that will enable us to discard the middle term even quicker. By going directly from the German word *Tier* to meaning *animal* a new path of nervous impulse can be built, along which thought association may travel, and by sufficient use it can in time function independently of the earlier and at that same time necessary round-about connection.

What happens if the Spanish word *animal* is presented instead of the German word *Tier*? Here the meaning is so obvious that no new path is necessary. The meaning will be grasped by the old English word, and there will be no tendency to cut across directly from Spanish word to meaning. Every time we use the Spanish word we are drilling on the connection of the two words instead of getting away from this connection by trying to eliminate the English word.

Aside from the disadvantages in meaning, such words are harder to pronounce correctly than are words totally different in the two languages. Old habits of pronunciation cause the nervous impulse to flow along the old channel whether we will it or not, and it is only by a supreme effort and a complicated mental reaction that the foreign pronunciation can be recalled and repeated. It is just as though we tried to correct the pronunciation of an English word we had long mispronounced, with the added difficulty that we should now hear both pronunciations, while with a corrected pronunciation of a native word we should not likely hear its wrong pronunciation again. There would always be a halt and a readjustment when such a Spanish word was encountered, as the thought-current traveled over the old English pronunciation in silence, breaking forth into sound again when the old tendency was sufficiently inhibited to be able to skip and give the Spanish values of the letters. It is possible to change the pronunciation of an English word without this halt, because

we let the old path die of disuse, but it is very difficult to do so if the correct pronunciation is only slightly different from the incorrect one. How can it ever be possible to avoid traveling over the old trail when we wish to pronounce this Spanish word, since we are not going to give up our English pronunciation of this word *animal*, and we shall surely travel the old path more often than we shall the new one we are just building?

A third difficulty is that the student soon finds that he has been fooled into believing that the Spanish language was really easy. The time will come when the stock of English and Spanish cognates is exhausted and words totally different are presented to him. When the student realizes he has been tricked he resents it and heaps his resentment on the inoffensive Spanish language; he has had no opportunity to build up and direct associations between Spanish words and meaning because he has been drilled so far on words that are their own translations. This habit of translating, of grafting new words on to the old, will likely stay with him now even with words totally different in sight and sound. In short, the learner has not only been prevented from acquiring any actual good out of this process, but he has been positively harmed in handling such a vocabulary.

There are plenty of words to choose from that are totally different from their English equivalents, and in the Romance languages these are the very words that relate to every-day life, since English words of every-day life are Anglo-Saxon in origin while those of the Romance languages come from Latin.

Many words that are similar in the two languages will have to be learned in time, but they have no business in the beginners' text. Let them wait until a nucleus of a new language area has been established in the learner's brain tract.

COLLEY F. SPARKMAN.

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ABOUT READING AND QUESTIONS

In our modern language work the selection of reading material is a matter that is receiving ever increasing attention. If this material is to be used for discussion in the foreign language and not simply for translation, grammar drill and the like, it is highly desirable to have it within the easy comprehension of all the class members of average ability and training. Not long ago the doubtful pleasure was mine of reading "The Cid" with an advanced high school class. "Le Cid" is the greatest masterpiece on our French list. It is the work that gives the most profound satisfaction. The wonderful elevation and close reasoning to be found in it delight one who appreciates this famous play. But it is a play that can hardly be discussed in French with a high school class. The thought is so profound, the sentiment so elevated, the reasoning so nice, all things so sublimated beyond untrained experience that the students fail to grasp much of it, even if expressed in the clearest English. With regret we must admit that such mental and spiritual food is not yet for them.

In general, the French reading material for the Los Angeles high schools is easier than the Spanish. Some of it is almost ideal for young people. A great deal yet remains to be done to simplify the course in Spanish reading. If there is anything that should be joyful, it is language experience, for young people naturally love language and it is possible to

give them wonderful material adapted to their tastes and degree of advancement. It is doubtful if reading material should be chosen which the students would not find interesting in English. Spontaneity is something we ought to expect. With interesting reading well within its comprehension, a class can make remarkable progress in the oral use of the language. On visiting classes engaged in reading, one notes the frequent absence of all questions from students. In almost every other subject the students ask questions. They should do it also while reading a modern foreign language. The earlier they do this the better. It should be regarded as the natural thing. It is far more interesting to the students to quiz one or more of their number who have read before the class than for the teacher to do so. If a play is being studied, those who read the different roles should be addressed as the characters they have assumed. In practice of this kind the teacher should be there as an elder student and adviser who recognizes the ones who have questions to ask, passes back to the class questions that the student reciting cannot answer, calls upon the laggards to bestir themselves, helps students out of linguistic difficulties, asks a searching or comprehensive question occasionally, or calls for further reading when the main points of a passage have been discussed.

In a recitation of this kind a sort of comradeship is developed which banishes undesirable formalism and a certain feeling of strangeness and even antagonism which the student is likely to experience if he is constantly made the teacher's target. The student feels that he should be able to answer any questions that his fellows may ask. He is also more likely to feel that the whole process is a game designed to bring out the best that he has to offer and that the teacher, mediating between himself and his questioners, is a friend and counsellor rather than a taskmaster or automatic inquisitor.

To produce the most satisfactory results in the method outlined above, close supervision of preparation is desirable. A short written summary of the assignment or a certain number of questions with their answer may be required. It will also be good training for the student to read understandingly, even if he does not carefully work out, the questions provided in the book for working over the text. It is, of course, very undesirable for the students to use any printed or written questions in class. In practice it is found that the members rarely use any but the questions they formulate while the work is going on.

B. C. BENNER.

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During the War, and the years immediately following, many separate organizations grew up for the purpose of maintaining and developing international aspects of American education. To avoid duplication of effort several of these organizations, among them the American University Union, the American Council on Education, The Institute of International Education, and the American Society of University Women, are now drawing together in coordination of the work. The plan provides that the American University Union shall merge with the American Council on Education. Its activities will be maintained by a committee of the Council. The Institute of International Education becomes a member of the Council and is recognized as the agency for the administration and development of international relationships. The American Association of University Women will coordinate its International work with that of the Institute.

REVIEW DEVICES

(A paper read before the Orange County Modern Language Teachers' Council, March 22, 1924.)

If I have chosen this subject for discussion, it has not been because I felt that I excelled in my methods of handling review work. On the contrary, my reason for choosing it has been the very great difficulty I have always experienced in making review both interesting—perhaps I should say, either—interesting or fruitful. I hope, however, that by stating the few devices and methods which I have found the most promising, I may open the subject for discussion by others who will have richer and more interesting suggestions to offer.

Every teacher knows the disillusionment that comes with looking over a set of test papers and realizing that a large part of the class has an inadequate grasp of the subject. In view of this, I may perhaps safely state that it is hardly possible to exaggerate the importance of review. Review is the mortar which cements the bricks in the foundation of the modern language structure. But since review is so large and important a subject, I limit my remarks to one phase of it,—review of first year grammar.

When after some set of unsatisfactory test papers it seems best to forego the satisfaction of conquering new territory and deliberately retrace one's steps to fields once visited but not yet won thoroughly, there comes the question of how best to present this work so that all in the class shall derive the maximum of pleasure and profit from the experience. If the same material is presented in exactly the same way as at first, the upper quarter of the class will be greatly bored, no student will do much home work and the whole time spent on review will be practically wasted, save for those who have begun to straggle far behind in the race. In order to secure the interest of every student in the class, variety of presentation is necessary in review work. Since it is the application of rules in actual practice which is of prime importance, the teacher has a good opportunity to work out original ideas for exercises and review games. An exercise which incorporates in a story about the class the day's rules of grammar will be highly successful in creating interest. If the teacher has not time to originate exercises and mimeograph them for class use,—a procedure which is by no means as simple as it sounds—he may at least look over the exercises of the text enough to be thoroughly conversant with the type-sentences and vary them, introducing local names and situations for purposes of board work or rapid oral drill. During review also the teacher will often find it advisable to write out sentences on slips of paper which are placed at the board rather than distributed to students before leaving their seats, so that no wicked or slothful servant shall have time to consult his grammar or dictionary before writing his sentence.

Sometimes I have found it of advantage to appoint the best students of the class as teachers of recitations. I often get a glimpse then of some of my own failings and weaknesses in posture, presentation and mannerisms through the unconscious imitation of the student, that is of great benefit to me as well as to the class,—weaknesses perhaps unrealized before, though recognized instantly when seen in my student's presentation of the lesson. I also gain frequent hints of real value, ideas which the student has perhaps originated himself or acquired from other teachers. I always leave fifteen or twenty minutes of the recitation, however, for covering points omitted or not adequately treated.

After learning the conjugations of the verbs from his grammar, the student usually has them spread out before his inward eye *en bloc*, so to speak, in squares of tenses and quadrilaterals of moods. To him every tense is just as important as every other tense. To break up this regular massing, to give an idea of the relative importance and frequency of occurrence of the tenses, some of the verb-blanks now published will be found useful, for they contain natural conversation in which verb forms must be supplied. Such a verb book will do much toward fixing the peculiar uses and connotations of regular and irregular verbs.

For reviewing the numerals, flash-cards are useful, containing combinations of numbers for addition, subtraction or multiplication. These numbers are so arranged that the review work may be graded in difficulty. As much time as possible should be devoted to the numerals, since a stranger in a foreign country finds himself more embarrassed by inability to understand and use the numbers than by any other one lack. In giving problems of addition at the board, the teacher should ask that the process of addition be carried on in the foreign language as well as the answer called out in the foreign tongue. If this were insisted upon from the first the process of thinking in the foreign language would be greatly facilitated.

In advance work it is probably unnecessary to use to any great extent the incentive of rivalry; curiosity, co-operation, interest, etc.,—all may be appealed to. Rivalry seems, however, to be a very successful spur in review work. In the last few years, dissatisfied with the amount of preparation which students devote to assignments for review work, I have been experimenting with different kinds of contest work. Finding that the student persisted in considering the end of advance work the end of all work for the term, I decided to try to change his too complacent attitude into one more becoming a seeker after truth and to use any possible means to this end. A contest was announced—say between the *Napoléoniens* and the *Bourboniens*, or the *Rouge* and the *Noir*, or the *Monarchistes* and the *Socialistes*, or the *Troubadours* and the *Trouveres* or any other names suggested by the class. Of course, they at once become interested in providing organization emblems as complicated as lodge-pins, but I was surprised to find that this interest, strange as it may seem, extended itself over the grammar lessons as well and that there really was more studying done than at any previous time during the year. If this competition method is used twice in the same class it would probably be advisable to shift individuals from one side to the other so that the group competition should not become ill-feeling. As there is usually quite a little competition between the two best students in the class, they logically make the best captains, but it is not wise to let the two captains choose the members of their own sides,—one side may be hopelessly beaten before the contest begins. In order to have the sides as well-balanced as possible, I usually spend several days in determining the membership. If the contest is limited to ten days, there is not so much danger of prolonging it to the point of waning interest, also that number of days makes it easy to add totals and get averages. In preparing the review lessons for the contest, short sentences are worked out, containing the salient points of the grammar lesson. These sentences should be of the same length and of approximately equal difficulty. A great deal of the interest in the contest depends upon the feeling that the conditions are fair. The students are sent to the board, one side in the contest at a time, to write out these sentences, and are

allowed a limited time,—say one minute,—to complete the sentence. Then the teacher or the captain of the other side indicates the mistake plainly and writes the number of mistakes above the work of each one, and the secretaries of each side, as well as the teacher, keep track of the mounting total of mistakes from day to day. Results are often surprising, for the most indifferent student hates to be the cause of a large total of mistakes credited to his side toward the end of such a contest. Old-fashioned spell-downs are also valuable occasionally as vocabulary reviews, but in these the poor student gives up too easily; while in the group contests he will usually make a greater effort every day of the contest. Then, too, the leaders in a group contest feel quite keenly their responsibility and often will give their poorer students special coaching outside the class and reach them in a way impossible for the teacher.

In seeing how much interest is aroused and how much benefit derived from these review contests, I have often thought of the analogy with competitive sports,—of the intensity of interest aroused by inter-school contests and have wondered whether it would be advisable to inaugurate inter-class contests in grammar between two schools.

One of the incentives to good review work is now lacking in many of the schools,—namely, the desire to pass final examinations made out by some one other than the teacher. Making out one's own examinations and marking the grades of the students is like being judge, accused and lawyer in the same case. As standardized tests are continually being published, such as achievement tests, vocabulary tests, etc., this lack will eventually be supplied.

In conclusion, stiff examinations prepared and marked by outside authorities form the best aid to thorough review work; the next most intense preparation is secured by group-rivalry or contest work, continued over a period of time so that culminative pressure is brought to bear on lazy and indifferent students; and third, various devices to furnish the necessary review in new forms, such as flash-cards, exercise-books for supplying verb-forms, presentation of lessons by student teachers, number-games and all other devices which can be made both practicable and interesting. To these must be added the incentive of the innate desire for thoroughness in every student,—this can be developed by appeal.

MABEL L. SHARPE.

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SPANISH PLAN REJECTED.—The sub-committee of the League of Nations' Intellectual Co-operation Committee, after studying proposals on the subject of education submitted by the Spanish government, has come to the conclusion that at present the creation of an international university is confronted with insurmountable obstacles.

PROTEST LANGUAGE WAR.—Spanish intellectuals sent a manifesto to the government protesting against the "war the United States is waging against the Spanish language in Philippine schools." Prof. Deschamps at the Royal Academy of Jurisprudence demanded that the government send 6,000,000 books in the Spanish language to the Philippines, distributing them free among the natives.

UNA VERBENA MADRILEÑA

Popular *fiestas*, survivals from another generation, are being less and less observed as the years go on in Madrid's progressive and cosmopolitan capital. One of the few that still preserves something of the savor as well as the flavor of other days is the *verbena*.

Properly speaking, a *verbena* is the animated, noisy, sometimes hilarious and even boisterous celebration held on the eve of a saint's birthday. In practice the *verbena* continues in one locality not only one evening, but, since it affords a more or less lucrative source of livelihood to innumerable small dealers, is prolonged over a period of a week or more, giving the merchants and amusement purveyors but a brief respite before a change is necessary to another part of the city in order that some other saint's natal day may not be neglected—from the *Paseo de la Florida* (la *verbena de San Antonio*, June 12th) to the *Plaza Mayor* (la *de San Juan*, June 23rd) from *Chamberí* (la *del Carmen*, July 15th), to the *Calle de Toledo* (la *de la Paloma*, August 14th), the most famous and popular of them all.

The shouts of hundreds of venders of Spanish goodies—marvelous concoctions of sweets and nuts, great piles of luscious melons, fragrant heaps of fresh cocoanuts and bananas from the Canaries, the vociferous barking of proprietors of shooting-galleries, games of chance and merry-go-rounds, the protest of outraged hand-pianos in improvised cafés and dancing squares, the pungent fragrance sent forth from huge black kettles of smoking olive oil in the open air, stands where *churros* (forty-second cousins of the cruller family) are being fried to a crisp, golden brown—all of these attract to a Madrid *verbena* eager crowds of merry-makers from every section of the city.

"Whither goes the crowds tonight?" I queried of a group of friends with whom I had enjoyed the rare privilege of a typical Spanish dinner at nine-thirty one evening in a characteristic downtown café. "*La verbena de San Antonio*. Don't you remember? Tomorrow is the twelfth of June. Shall we join the fun?" And making the best of our way to the crowded *Puerta del Sol* we searched in vain for the usually omnipresent taxi. Street cars, automobiles, cabs, taxis—every sort of conveyance was filled to capacity and hundreds were making their way on foot. Presently a lone cab was discovered, hailed and occupied in less time than it takes to tell. Down *Arenal* we made such haste as congested traffic and the speed of our one antiquated nag would permit, glad of the opportunity to watch and study the gay parties that swept by us with ladies gracefully adorned in the classic *mantón de Manila*. In double file with other cabs we crawled down the *Paseo de San Vicente* past the palace park (*el Campo del Moro*) and the *Estación del Norte* and made haste to supply our lack of feminine company by buying for a *peseta* apiece two tissue paper *chulas de la verbena* of an observant vender who wittingly reminded us, "*Señores, aquí falta una mujer!*" Held aloft on five-foot slender sticks these *chulas* with their gorgeous flowery paper *mantones* made gay adornment for many a cab and automobile in the long procession.

On either side of the *Paseo de la Florida* and centering at the *Ermita de San Antonio* as far as the eye could reach were stretched endless rows of gay *puestos*, offering for sale candies, toys, trinkets, paper flowers and caps, whistles, *botijos*,—a thousand things dear to the Spanish heart,—and the tourist's. Hither and thither through the crowd jostled many a provincial *quinto* making the most of his first opportunity to become acquainted with life at *la Corte*. The bright blue and red of their little *gorras* and the gold or silver caps or head-bands gay with tissue orna-

ments of their happy, care-free companions lent vivid color to an already brilliant scene. Countless opportunities were offered at fantastic shooting galleries to hit the mark (*tirar al blanco*) and set in motion now a mechanical cock fight, now, to the keen delight of the curious bystanders, to decapitate a ferocious Moor, now to bring a wonderfully life-like waiter tripping through a door and down a plank to present you with your prize—a glass of beer. Those emboldened by their good luck took a more remote chance of winning a bottle of *vino corriente* by ringing its neck. To the losers a *perra chica* brought comforting solace from the hand of a huge pasteboard fortune teller, *Yo lo sé todo*. Spiritual comfort was more difficult to secure, the saint's shrine being so packed with eager devotees that we contented ourselves with a peep through the door at the myriads of gleaming candles on the beautifully decorated altar. And when we were tired and thirsty with wandering with the crowd, coffee, beer, wine and *horchata*, that delightful beverage made from the tuberous *chufas*, were available at every turn in open air cafés where dancing was in progress to the latest jazz from a *piano de manubrio*. Those who felt the urge to greater excitement took advantage of numerous rides on the *tíos vivos*, whose discordant tunes rivalled the shrill notes of horns and whistles characteristic of every *verbena*.

Everyone was enjoying himself immensely—as only a Spaniard knows how. The *verbena* was a great success, measured in Spanish terms; it was *muy animada*, so much so, in fact, that on my return home the *sereno* had to be roused from an early morning nap in order to unlock my front door and I was a bit confused as to whether it was proper to wish him “¡Buenos días!” or “¡Buenas noches!” as I slipped a *perra gorda* into his expectant palm.

R. E. SCHULZ.

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A PELOTA GAME IN THE CITY OF MEXICO

The *Frontón*, where all the Pelota games are played, was already well-filled when we entered at nine o'clock, and two men in the court were vigorously practicing their favorite curves and attacks. While waiting for the first *partido* to begin, we looked with all our American curiosity at the arrangement of the building.

One side of the long room was fitted with seats arranged after the manner of a grand-stand, with two floors of seats one above the other, and several rows of opera-chairs in front on ground-level. The rear of the floor and wall-space were given up to the game. The floor was of cement, surrounded on three sides by black walls. Of these, two were of ordinary plaster, while the third, at the extreme right, was the focal point and was constructed of a kind of stone. A strip of tin ran across this wall about three feet from the floor. Above the opposite wall was a huge beer advertisement, which read “Cerveza Cuauhtemoc de Monterey, the beer that made Milwaukee jealous.” The connecting wall was divided by white lines, at equal distances, and numbered from one to twenty. Above these, numbered four and seven, were large white crosses

to indicate that these were the points between which the ball must first fall, in order that the game begin. In the center of the wall was this sign:

PARTIDO DE 30 PUNTOS

AZULES.....

In the spaces were written in chalk the names of the players on each side.

The men in the court were still practicing, when a corps of men in red caps entered and took their stand outside the railing separating the spectators from the players. Their arrival was the signal for a hubbub of voices from all parts of the hall, for these were the *coyotes*, or book-makers, of the game. Throughout the entire evening their voices could be heard offering and accepting bets. The majority of these men were former players, but the fate of the pelota player is usually an early death from tuberculosis and after thirty-five a man is rarely able to play.

The game is of Basque origin and the players are, most of them, from this curious little province. There were various dialects among the *coyotes*, and hence could be heard the cry from an Andalusian "*Cien a veinte-cinco azules*" (in which the *c* and *z* were pronounced as a sibilant *s*). This was followed by a Castilian with his characteristic lisp, "*Thien a veinte-thinco athules*;" which in turn was echoed by a Basque, with his peculiar "*Hien a veinte-hinco ahules!*"

There were numerous bets for the *Blancos*, but the *Azules* were far more popular and, as events proved, justly so. As each bet was made and taken the *coyote* rapidly made out the duplicate slips, tore them from his stub-book, and inserted them in a small rubber ball slit for the purpose. This he threw to the bettor who, in turn, placed his money in the ball and threw it back to the *coyote*.

About ten o'clock the *quiniela*, or practice game, ceased and the real *partido* began. Four players entered the court, two in white duck suits and two in blue blouses and white trousers. Each player was equipped with a *cesta*—a peculiar ladle-shaped basket of wicker, fitted with a leather glove, which was slipped on the hand and strapped after the manner of a baseball mitt.

After much careful testing, a hard rubber ball was chosen from a trayful carried by a caddie, and before we knew it the game was on.

The first player, a Blue or *Azul*, dropping the ball into the *cesta*, flung it against the stone wall with such skill that it dropped for the first bounce between the first numbers, where it was caught in the *cesta* of an opponent and hurled against the wall with a force which sent it flying to the opposite wall. As it rebounded from this wall a White or *Blanco* caught it, and with a dexterous twist of his wrist sent it with terrific momentum to the other end again. These maneuvers were repeated until one man missed the ball, when a point was scored for the opposite side.

The agility, strength of wrist, and lightness of the players was marvelous. The ball would hurtle through the air, strike the wall and bounce so high that it would seem an impossibility to catch it, when in a twinkling, there would be a leap, a thud, and it would be flying back from the *cesta* of the player. Many times the men went to their knees with the impact of the ball and the swing of the return, for they are allowed only a few steps between receiving and serving. One man lost his footing completely and rolled over on his back, but in spite of it he caught the ball fairly and sent it on to the goal.

Now and then a metallic *crack!* told that the ball had struck the strip of tin,—the loss of a point for the side making the error—and the

cries of bettors and *coyotes* rivalled the Chicago wheat pit or the Paris Bourse. Or the ball would fly among the spectators and wild confusion ensue, for a blow from it meant serious if not fatal injury. The night before, we were told, a man's teeth had been knocked out by a "wild" ball.

The *partido* was for thirty points, and we watched the bulletin breathlessly as the points crept up. Till the very end the game was remarkably close, a point for the Blues being immediately followed by one for the Whites, and vice-versa. Now and then, as the Whites lost a point, came the indignant cry "*Vendido! Vendido!*" (sold!) from some backer, and indeed the player on the White team had been bribed to lose.

At last the game stood twenty-nine for Blues and Whites alike, and the last trial was watched with breathless interest, broken finally by a shout of triumph as a White missed the ball and the much desired thirty appeared in favor of the Blues.

MARY ELEANOR PETERS.

San Mateo, California.

BUT DE L'ENSEIGNEMENT DES LANGUES VIVANTES

La première question qu'un professeur soucieux du bon acquittement de son devoir doit se poser est celle du but de son enseignement.

Evidemment le but du professeur de langues est d'apprendre une langue étrangère à ses élèves. C'est Monsieur de la Palisse qui parle. Seulement, doit-on apprendre le français aux élèves des "High Schools" ou à ceux de l'Université qui songent à être médecins, avocats, professeurs, etc., de la même sorte qu'à ceux qui veulent se livrer plus tard aux affaires? C'est ce à quoi Monsieur de la Palisse ne saurait si facilement répondre.

L'élève qui étudie le Commerce se propose une fin toute utilitaire; il ne poursuit qu'un but exclusivement pratique. Il apprend le français, l'espagnol, ou l'allemand, pour s'en servir et rien que pour s'en servir dans les affaires, tandis que le jeune homme, ou la jeune fille, de la "High School" ou du "College of Letters and Science" prétend, avant tout, façonner son intelligence et développer son esprit.

Le professeur d'un établissement d'enseignement voué aux lettres et aux sciences plutôt qu'au commerce, doit, donc, avoir toujours en vue, en plus des connaissances qu'il doit fournir à ses élèves suivant la faculté qu'il professe, l'éducation intégrale de la jeunesse qui lui est confiée. Donc, quoi que ce soit ce qu'il explique, c'est toujours de la pédagogie qu'il fait.

C'est, d'ailleurs, de la pédagogie partout et à tout heure qu'il nous faut.

A peine l'enfant est-il né qu'il se montre intempérant et bourru. Il pleure à la moindre chose, il désobéit, il menace. Il détruit tout, il trompe ses parents, il bat ses camarades . . . Voilà les instincts de l'enfant.

Mais il y a aussi au fond du cœur de celui-ci des germes de bonté, car il comprend facilement ses torts, il les avoue et il les regrette, il se laisse vite gagner par la pitié, il est sincère dans ses affections.

Combattre les mauvais instincts et entretenir, développer et ache-miner les bons germes et les facultés de l'esprit, voilà l'objet de la pédagogie.

Ce redressement, cet acheminement des tendances naturelles, suppose la préalable résolution de tous les problèmes de la morale. Avons nous résolu tous ces problèmes-là?—Non! Alors, devons nous mener et diriger la jeunesse?—Oui!

*Vivir es navegar: céfiro blando
Infla la lona de la débíl nave.
Con rumbo al ideal vamos bogando
Para llegar ¿a dónde?—!Quién lo sabe!*

Non, nous ne savons pas à coup sûr quel est notre destin; nous ne sommes pas fixés non plus sur les routes qui doivent nous y conduire; mais nous marchons, nous marchons toujours, et, au milieu des ténèbres qui nous entourent nous apercevons au loin des lueurs d'étoiles et des clartés de soleils que nous refusons à prendre pour des vains mirages, et, convaincus que nous sommes sur la bonne voie, nous dirigeons notre bateau vers la source de toute lumière. Et, à ceux qui luttent désespérément contre les vagues, aussi bien qu'à ceux qui naviguent sans adresse et sans boussole, nous leur montrons du doigt l'étoile qui nous guide. Et nous voilà en train de faire de la pédagogie.

L'aigle ne se borne pas à nourrir sa nichée, mais il apprend l'aiglon à attraper et à écarteler sa proie; les cigognes prennent leurs cigogneaux sur leurs ailes et les lancent en l'air pour les apprendre à voler; les plantes elles mêmes demandent des soins pour produire tous les fruits qu'elles peuvent donner, et la terre demande des engrais et du travail. Et laisserions-nous les jeunes gens sans culture? Lui refuserions-nous les leçons et les soins que sa nature exige?—Non; nullement!

Que les problèmes de la morale soient ou non résolus, nous devons toujours nous occuper des jeunes gens, nous devons leur présenter la main, les conduire, leur montrer les sentiers que nous avons pu découvrir et les aider à gravir les sommets qui offrent de nouvelles perspectives.

Le professeur de langues vivantes dans les "High Schools" et les Universités, doit sérieusement se préoccuper, tout en apprenant la langue étrangère à l'élève, de façonner son coeur et son esprit, de cultiver son intelligence, d'aiguiser sa force d'observation et de stimuler son goût pour l'étude. Comment s'y prendra-t'il? Ce n'est pas difficile.

Le professeur de langues est, plus que tout autre, en mesure d'élever *sans en avoir l'air*, ce qui est de la plus haute importance. Il faut, comme dit Rousseau, avoir toujours le souci de l'enfant sans que celui-ci s'en doute. Il faut penser tout le temps à lui, tout en lui laissant croire qu'on n'y songe pas trop. Et bien, le professeur de langues peut adroitement attirer l'attention de l'élève et intéresser son coeur et son intelligence aux idées et aux sentiments qu'il voudra, sans que l'élève se doute qu'on est en train de faire avec lui de la pédagogie. Pour arriver à ce résultat le professeur de langues a maintes ressources. Il a le choix des lectures, il a l'analyse littéraire et psychologique des morceaux, il a, enfin, un grand levier: la conversation.

Voilà pourquoi le professeur de langues doit être avant tout un pédagogue et voilà pourquoi il doit viser un but plus haut et plus noble que celui de l'enseignement pur et simple de l'idiome. Ce but n'est autre que celui d'harmoniser ses efforts avec ceux de ses collègues pour fournir aux jeunes gens, au moyen d'une bonne entente cordiale, l'éducation intégrale qu'ils viennent chercher dans les "High Schools" et dans les Universités.

A. JORDA.

University of California, Southern Branch.

THE COMMITTEE ON MODERN FOREIGN LANGUAGE STUDY

The Modern Language Survey, suggested for some years by various modern language associations, is now happily under way. The meeting held in Atlantic City last December, was made up of a group of modern language teachers representing the colleges and secondary schools of the country, invited by Dr. E. P. Keppel, President of the Carnegie Foundation, to consider the advisability of undertaking a survey of modern language instruction. His conference prepared a tentative memorandum asking that financial support be solicited from the Trustees of the Carnegie Corporation and that in the event of a favorable reply, the American Council on Education be requested to act as sponsor for the undertaking and to appoint a Committee on Direction and Control composed of modern language teachers.

The Central Committee on Direction and Control is made up as follows: Josephine Allyn, Vice-Principal, Englewood High School, Chicago; E. C. Armstrong, Professor of Romance Languages, Princeton University; E. B. Babcock, Professor of Romance Languages and Dean of Graduate School, New York University; J. P. W. Crawford, Professor of Romance Languages, University of Pennsylvania; B. de Sauzé, Director of Modern Languages, Cleveland, Ohio; R. H. Fife, Gebhard Professor of Germanic Languages and Literatures, Columbia University; C. H. Grandgent, Professor of Romance Languages, Harvard University; C. H. Handschin, Professor of German, Miami University, Oxford, Ohio; E. C. Hills, Professor of Spanish, University of California; A. R. Hohlfeld, Professor of German, University of Wisconsin; Josephine W. Holt, Supervisor of Foreign Languages, Richmond, Virginia; R. H. Keniston, Professor of Romance Languages and Dean of Graduate School, Cornell University; W. A. Nitze, Professor of Romance Languages, University of Chicago; W. R. Price, Supervising Expert on Modern Languages, New York State Department of Education, Albany, New York; Louis A. Roux, Department of French, Newark Academy, Newark, New Jersey; Julius Sachs, Professor Emeritus of Education, Teachers College, Columbia University; W. B. Snow, Associate Superintendent of Schools, Boston, Mass.; Marion P. Whitney, Professor of German, Vassar College; Ernest H. Wilkins, Professor of Romance Languages, University of Chicago.

Honorary Members: Dr. C. R. Mann, Director of the American Council on Education, 26 Jackson Place, Washington, D. C.; Dr. F. P. Keppel, President of the Carnegie Corporation of New York, 522 Fifth Avenue, New York.

The Chairman of the Committee is Professor Fife, the Vice-Chairman is Professor Crawford, and the Secretary is Professor Keniston.

The "General Plan of an Investigation of the Teaching of the Foreign Modern Languages and their Place in American Education and Culture," as now drawn up, embraces the following points:

1. The languages to be considered mainly in the Survey are French, German, Italian, and Spanish.
2. While the main field of investigation will be in the United States, comparisons will be made with especially successful examples of modern language teaching in Europe and in South America.
3. All varieties and grades of modern language instruction, private as well as public, including the college and the university, are within the scope of the Survey.

4. The purposes of the Survey include three main divisions:
 - A. To ascertain the *present conditions*, through statistical information and study of actual class-room practice.
 - B. To clarify purposes and secure *greater definiteness in objectives*, based on a careful measurement of the values of modern language study. This will involve experiments, tests, the co-operation of experienced leaders in other lines of research, and the opinions of intelligent and informed men of affairs in many lines, not to mention the all-important co-operation of the great body of progressive modern language teachers themselves.
 - C. Finally, *to prepare a report*, or series of reports, embodying the facts learned, giving to administrators the most helpful suggestions for placing the modern languages properly in their curricula, and to modern language teachers the benefit of most carefully considered suggestions concerning content and methods.

It will perhaps be illuminating merely to list the headings of the various main sections of the outline under which the Committee has so far worked: 1. General Historical Survey. 2. Statistical Survey (number of students, years of study, etc.) 3. Organization (relation to other subjects, character of courses, experiments under way or managed by the Survey, etc.) 4. The Teacher (his training, experience, appointment, duties). 5. Methods and Materials of Instruction. 6. Ultimate Aims (attitude of the public, opinions of educational experts, men of business, etc., also attitude and opinions of modern language teachers here and abroad). 7. Values (national, regional, vocational, cultural, social).

The Central Committee is made responsible for the initiation and formulation of the work to be done and is expected to meet at least three times a year. In addition to secretarial service, the plans for the Survey also provided for three full-time special investigators, "who should be so recompensed for their work that they should be neither better nor worse off financially than if they had continued in their usual occupations." The three agents selected for this work are Professor Algernon Coleman, Chicago University; Professor C. M. Purin, Hunter College, N. Y.; and Mr. Carleton A. Wheeler, Supervisor of Modern Languages, Los Angeles.

In addition to the above agencies, "It is recommended that a plan of regional organization throughout the country be adopted similar in general form to that of the Survey of Classical Studies. This plan would include the designation by the central group of regional chairmen, who should then select the men and women to form the regional committees. It is recommended that the chairmen of the regional committees be invited to meet with the central group at least once a year."

In accordance with this recommendation the United States have been divided into eight districts, and most of the "regional chairmen" have already been chosen. California has the honor (and responsibility) of having been made one whole "region" in itself. Mr. George W. H. Shield, of the Modern Language Department of Los Angeles, has been invited to serve as chairman of the California Regional Committee. If possible, a joint meeting of the Central Committee, Regional Chairmen and Special Investigators will be called some time this fall or early winter.

Such, in brief, is the Modern Language Survey in its initial stages. It must be evident at once to every professional modern language teacher

that the Survey contains tremendous possibilities of helpfulness for both the experienced and the inexperienced teacher. Moreover, to be really successful, it must have throughout the hearty co-operation of modern language teachers of all grades of training and experience,—co-operation in the securing of data, in furnishing ideas and opinions, in assisting with special tests and experiments, and eventually in studying the facts and conclusions which shall be presented in the final reports, to the end that curricula and classroom practice may fitly represent the best thought the age has to offer concerning the place, content, and methods of modern language studies.

Of especial interest and value at this time to the directors of this Survey is Volume I of the Report of the Classical Investigation, just appearing from the press of Princeton University. This is a report that every modern language teacher should surely secure and read. Incidentally it will give a good idea of the amount and breadth of the work that awaits those participating in the Modern Language Survey. The Classical Report may be secured by addressing: "Secretary Shirley H. Weber, American Classical League, Princeton, New Jersey."

Those of the readers of the BULLETIN who are interested in seeing at a glance something of the many-sided nature of a national educational survey as carried out under modern conditions will find at the headquarters of the Modern Language Association of Southern California, Room 309-A, 1240 South Main Street, Los Angeles, a large wall chart of the work of the Classical Investigation. There is every indication that the Modern Language Survey will be fully as comprehensive in its scope.

The headquarters of the Central Committee on Direction and Control and of the Special Investigators is located in Room 704, School of Business, Columbia University, Broadway at 116th Street, New York. The Committee welcomes suggestions and inquiries from large numbers of teachers. Those of us who know the California spirit well are assuring the Committee that the Modern Language Teachers of the Golden State will respond gladly and effectively to the call for service!

CARLETON A. WHEELER,

School of Business, Columbia University

Special Investigator

PUPILS ENTER WORD TOURNEY IN LOS ANGELES

On May 24th a word tourney was staged at the Sentous Junior High School by more than 250 pupils of Spanish and French in the public schools. Judges included more than a score of teachers in the modern language department.

In addition to the interschool contests for first, second and third places in the various semester races, there were two sets of medal contests. Nine French Alliance medals, offered in the name of the Alliance Francaise of Los Angeles, were awarded to the most proficient pupils in French in advanced classes. These are part of the fifty medals given to pupils of Southern California Schools. Spanish medals were offered by the American Association of Teachers in Spanish to the best students completing the third and fourth years of study.

This is the first year that both the French and Spanish medals have become available for all high schools in Southern California where advanced work is given. Plans are being worked out by the Modern Language Association of Southern California, for a contest in June where the winners will compete for the M.L.A.S.C. medal of honor now being designed by art students in the various high schools of Southern California.

COMMUNICATIONS

PUPIL LECTURES IN SPANISH

The Editor:

Some of the articles in your April issue have caught my attention. As a matter of fact, there are pearls to be found in almost all contributions to this valuable issue. The article, "Preparation for the Teacher of a Modern Language," by Francis Murray, gives me the initiative to mention how some of the excellent suggestions in Miss Murray's article are carried out in the school with which I am connected here. I am especially referring to Miss Murray's suggestion of developing an understanding of the people, whose language is taught, among our students. This I consider as necessary in the highest degree; yes, as essential as the language itself. In our Spanish classes we have introduced weekly illustrated lectures about the South American republics, Central America and Mexico. These lectures are given by students of the upper classes and only one republic is discussed per period. The history, commerce and social conditions are discussed and the pictures are as much as possible discussed in detail so as create as living a picture of aspects as can be done.

The classes from Spanish 5 and upward give these lectures in Spanish, while Spanish 4 lectures are given partly in Spanish; always, however, maintaining Spanish expressions for any essentials, such as products, exported and imported, names of institutions, government offices and all terms relating to these subjects. The coin system is fully explained in its Spanish terms and the pictures are explained with as many idiomatic native terms as can possibly be applied.

The interest among the student audience is always good, frequent questions being asked.

A composition in Spanish relating to the subject discussed is then assigned for the following week. The result has proved that these lectures not only are successful in conveying to the students a larger and more thorough impression of our southern neighbors, but the increased interest and understanding has increased and facilitated the teaching proper in a very pleasant manner.

However severely the 45-minute periods may be taxed with covering the required "pensum," a little economy of time, a little concentration here and there of grammatical matters can very well leave time to introduce such lectures.

There is plenty of subject-matter to be had, which will provide wonderful material for these lectures. I may mention the cheap little books issued by the Pan-American Society in Washington as being especially adapted for this purpose.

A. ALEXANDER ENNA.

Franklin High School,
Portland, Oregon.

¿ANTAÑO U HOGAÑO?

Como curiosidad político-literaria ofrezco los siguientes "Fragmentos de un Diccionario," sacados del periódico madrileño "El Constitucional," número 480, del 31 de agosto de 1820:

"ABUSOS"—Monumentos antiquísimos, y tan duraderos que pasan los siglos y las generaciones se suceden sin que ellos sufran la menor alteración.

"ANTIPATÍA"—Enfermedad antigua, pero cuyos objetos varían con los tiempos y con las costumbres. Hay hombre que al oír decir "libertad de imprenta," "tolerancia," "ilustración," se desmaya, tiritó, y pierde el color.

"ARITHMÉTICA"—Parte esencial del patriotismo de muchos hombres de bien.

"ARTESANOS"—Se ha descubierto que pertenece a la especie humana, cosa que estaba en duda.

"BAYONETA"—Argumentos *ad hominem* de que se ha empezado a usar por primera vez con provecho de la humanidad a principio de este año. Tiene varios usos, todos eficaces.

F. SCHNEIDER.

Universidad de California.

ASSOCIATION ACTIVITIES

OPPORTUNITIES IN THE M. L. A. S. C.

As our Association represents the most widely cultural field of education, it imposes upon all of us a responsibility which we should feel bound to assume. In the past, our organization has accomplished much by keeping its membership in social and professional touch. It has disseminated much of the best thought that is to be found among us; it has kept up the spirit of professional service and has fostered a feeling of unity and friendship. Through the long-continued effort of a few the organization has carried on with amazing success. Our whole membership should be enlisted in the different phases of our work. There are many who would be willing to work for the greater success of our undertakings.

Perhaps even more important than taking part in our meetings is the committee work of the M.L.A.S.C. A great part of our usefulness should proceed from the careful planning and investigations of the various committees. Our BULLETIN offers a most useful means of communication. Let us make the most of this medium of publicity. Our BULLETIN should be taken by every modern language teacher in Southern California. Especially should the teachers in sections far away from Los Angeles feel that they must be members of our Association. This is because they are likely to find it the easy and natural thing to neglect the means of professional growth. On the other hand, the teacher of a modern language who lives in or near Los Angeles should not deprive himself of the pleasure and profit of meeting with his fellows and joining with them in promoting the interests of modern language study. This year an effort is being made to carry out an extensive program which extends along many lines. Let each of us lend a hand and promote our work in such a way that we can feel we have done something for the cause in which we are all interested and whose unlimited success would give us all the greatest satisfaction.

B. C. BENNER.

Lincoln High School, Los Angeles.

A NOTABLE SESSION

Our Association will hold its next session on Oct. 25th, at Pomona College, Claremont. Important phases of our work will be presented at all of the meetings. The joint meeting, as well as the French Section meeting, will be addressed by the noted lecturer and author, Dr. Albert Leon Guerard, who is now Chairman of the Modern Language Department of the University of California, Southern Branch. Professor Roy E. Schulz, whose services to education in general and to our Association in particular are well-known to all of us, will also address the general meeting and the session of Spanish Section, now merged with the L. A. Chapter of the A. A. T. S. One of his addresses will be illustrated with stereopticon pictures, the title of one being "Seville in Holy Week." Professor Schultz has recently returned from Spain. Professor Jones of Pomona College, President of our Spanish Section, L. A. Chapter, A. A. T. S., has provided for our entertainment and will furnish guides to conduct us about the beautiful campus and buildings of Pomona College. Let us not miss this opportunity to hear and see many interesting things and to do our part in making the session a complete success.

The program of the annual meeting of the Modern Language Association of Southern California for October 29th, at Pomona College, Claremont, is announced as follows:

FRENCH SECTION, 10-11:15, Rembrandt Hall

THE NEW QU'ARREL OF THE ANCIENTS AND MODERNS. Professor Albert L. Guerard, *University of California, Los Angeles*

A TRAVEL TALK. Mlle. Esther Cecile Adam, *Le Conte Junior High School, Los Angeles*

SPANISH SECTION, 11:15-12:30, Rembrandt Hall
 SALUDO A LOS MAESTROS DE ESPANOL. Don Federico del Río, *Pomona College*.
 RECUERDOS DE SEVILLA. Professor Roy E. Schulz, *University of Southern California*

LUNCHEON, 12:30-1:30, The College Commons, (Ye Claremont Inn)

JOINT SESSION, 2:00-4:00, Bridges Hall

Business Meeting and Addresses

UNIVERSAL LANGUAGES AND PHILOLOGY. Professor Albert L. Guerard.

PROFESSIONAL CONTACTS WITH SPANISH SCHOLARS. Professor Schulz.

FIELD NOTES

(Items of department activities are solicited for this column. The fullest co-operation is desired. Each school should be represented regularly.)

A Spanish club has recently been organized at Lincoln High School with Miss Margaret Roalfe as sponsor. The membership of about 45 includes students in all grades of Spanish. The scholarship requirement is a "two." A committee and the sponsor pass upon the qualifications of those who desire to join. Spanish is the mother tongue of a considerable group of the members. Some of these young people are now studying Spanish in the school. The president, Gregorio Ortega, born in Mexico, has shown great activity in all the work of organizing the club. He has lived in this country about seven years.

This semester Signora Elisa Zana Rocca has conducted three Italian classes at Lincoln. One of these courses is a solid, another is given three times, and the third course twice a week. The students show great interest in the work and are making fine progress. Several of the music teachers at Lincoln are studying with Mrs. Rocca. Teachers, musicians and others who desire to study Italian should not overlook the opportunity offered them at Lincoln. Signora Rocca is also giving lessons in Italian at Hollywood Evening High.

Professor Pijoan, formerly at University of Southern California, is now Acting Professor of Hispanic Civilization at Pomona College, giving a course in English on History of Art and in Spanish in advanced conversation.

Through the mother of a French "orphan," a fine assortment of French readers, illustrated wonder-stories and comic sheets have been received at Lincoln High School.

Miss Annette Ives, Instructor in French at U. S. C., is now in Baltimore, Md., where she will pursue studies at John Hopkins University for her doctor's degree.

Miss Augustine Delland, John Burroughs Jr. High, served as Instructor in French at U. S. C. Summer Session.

New heads of modern language departments in Los Angeles high schools announced this semester include the following: B. C. Benner, Lincoln; P. J. Breckheimer, Belmont; Esperanza Carillo, Hollywood; Alice Hindson, Polytechnic.

Mr. A. L. Benshimol, formerly the head of the language department of Jefferson High School, is now the principal of the Polytechnic Evening High School and the Polytechnic Part Time School.

The Los Angeles City Board of Education having granted Mr. Carleton A. Wheeler leave of absence (to serve as one of three Special Investigators for the National Modern Languages Survey), appointed Mr. Shield, head of Foreign Languages Department at Manual Arts High School, Acting Supervisor of Modern Languages.

Dr. R. V. Von KleinSmid, president of the University of Southern California, has been honored by the Latin-American countries and by the United States in being appointed one of the five official representatives of America to the Pan-American conference to meet in Lima, Peru, in November. He will represent the American educational institutions in the Pan-American conference, as well as being the official representative of the United States government.

On the list of the newly elected Corresponding Members of the Hispanic Society of America appear the names of C. A. Wheeler and G. W. H. Shield of Los Angeles.

Mr. Pedro F. Jibaja of Peru, a graduate of the Lima University, has been appointed instructor in Spanish in Huntington Park High School.

The eighth annual meeting of the American Association of Teachers of Spanish will be held in Denver, Colorado, on January 2nd and 3rd, 1925.



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